# Zine Room Curriculum Links

## Civics and Citizenship

### Year 8

#### Government and democracy

* The freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement [(ACHCK061)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK061)
* How citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action [(ACHCK062)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK062)

#### Citizenship, diversity and identity

* Different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian[(ACHCK066)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK066)
* How national identity can shape a sense of belonging in Australia’s multicultural society [(ACHCK067)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK067)

#### Problem solving and decision making

* Appreciate multiple perspectives and use strategies to mediate differences [(ACHCS071)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS071)

#### Communication and reflection

* Reflect on their role as a citizen in Australia’s democracy [(ACHCS074)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS074)

#### Year 8 Achievement Standard

By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia’s democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging.

When researching, students develop a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.

### Year 9

#### Government and democracy

* How citizens’ choices are shaped at election time, including the influence of the media media [(ACHCK076)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK076)

#### Citizenship, diversity and identity

* The influence of a range of media, including social media, in shaping identities and attitudes to diversity [(ACHCK080)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK080)
* How ideas about and experiences of Australian identity are influenced by global connectedness and mobility [(ACHCK081)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK081)

#### Analysis, synthesis and interpretation

* Account for different interpretations and points of view [(ACHCS085)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS085)

#### Communication and reflection

#### Reflect on their role as a citizen in Australian, regional and global contexts [(ACHCS089)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS089)

#### Year 9 Achievement Standard

By the end of Year 9, students evaluate features of Australia’s political system, and identify and analyse the influences on people’s electoral choices. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. They analyse a range of factors that influence identities and attitudes to diversity.

When researching, students analyse a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.

### Year 10

#### Government and democracy

* The key features and values of Australia’s system of government compared with ONE other system of government in the Asia region [(ACHCK090)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK090)

#### Citizenship, diversity and identity

* The challenges to and ways of sustaining a resilient democracy and cohesive society [(ACHCK094)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK094)

#### Analysis, synthesis and interpretation

* Account for different interpretations and points of view [(ACHCS098)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS098)

#### Problem solving and decision making

* Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues [(ACHCS099)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS099)

#### Communication and reflection

* Reflect on their role as a citizen in Australian, regional and global contexts [(ACHCS102)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS102)

#### Year 10 Achievement Standard

By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse Australia’s global roles and responsibilities. They analyse the role of the High Court and explain how Australia’s international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies.

When researching, students evaluate a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts and subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts.

## Media Arts

### Overview: Media Arts F–12

Students will learn that:

* Media artists represent the world using platforms such as television, film, video, **newspapers**, radio, video games
* Media arts explore the diverse cultural, creative, social and institutional factors that shape communication and contribute to the formation of identities.
* students develop knowledge and understanding of five key concepts:…and the constructed representations of the world, which rely on shared social values and beliefs.

#### Years 7–8

Students will

* produce stories and create representations to inform, entertain, persuade and educate audiences
* learn that media present versions of reality through processes of selection and construction related to cultural beliefs and values, and they will reflect on their own involvement as producers and audiences.

#### Years 9–10

Students will

* use media arts to express themselves as citizens, consumers, creators and

community members.

* become responsive and ethical creators and users of media who can communicate stories in conventional and imaginative ways.
* experiment with different communications forms and make informed choices about the technologies they use to produce, distribute and access media

#### Years 11–12

Students will

* creatively and purposefully operate communications technologies
* express complex and engaging ideas, concepts and stories for diverse audiences.
* Students will become more aware of the artistic, social, cultural, technological, economic and legal implications of their own and others’ media production, representational practices and media use

## Media Arts Final Draft Curriculum

### Years 7-8

* Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text [(ACAMAM066)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACAMAM066)
* Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples [(ACAMAM067)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACAMAM067)
* Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning [(ACAMAM068)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACAMAM068)
* Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues [(ACAMAM070)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACAMAM070)
* Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences [(ACAMAR071)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACAMAR071)

#### Years 7 and 8 Achievement Standard

By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

### Years 9-10

* Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text (ACAMAM073)
* Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)
* Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075)
* Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076)
* Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077)

#### Years 9 and 10 Achievement Standard

By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

## Visual Arts

### Overview: Visual Arts F–12

Students will:

* learn through direct engagement with two-dimensional, three-dimensional and four-dimensional art and design practices and concepts, theories, histories and critiques.
* Students will learn to explore ideas through imaginative
* engagement, making and presenting art, craft and design works, and engaging critically with these works and processes.
* by using traditional and new technologies they will learn to understand and to exploit the qualities of diverse media.
* actively participate in the art and design world, and arts industries, as artists and designers, audiences, historians and critics.

#### Years 7–8

* identify and understand cultural codes and symbols.
* understand how art and design practice is influenced by cultural and historical concerns, attitudes, values and beliefs, and will be able to use their skills to demonstrate this knowledge.

#### Years 9–10

* engage in image and object making, designing, fabricating and constructing, digitally and materially, to evaluate and make critical, cognitive and aesthetic decisions.
* create works that embody conceptual and problem-solving processes.
* understand relationships between art and design works, artists, audiences and users in the visual arts and design industries.

#### Years 11–12

* develop a strong visual arts identity as creators, audiences, critics and users of art.
* demonstrate a critical understanding of the way the art and design world functions.
* develop critical understanding of how art and design works operate in the world to make, reflect and interrogate social and cultural meanings.

## Visual Arts Final Draft Curriculum

#### Years 7–8

* Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)
* Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist’s intention to an audience (ACAVAM122)
* Analyse how artists use visual conventions in artworks (ACAVAR123)

#### Years 7 and 8 Achievement Standard

By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art-making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art-making in response to exploration of techniques and processes used in their own and others’ artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

### Years 9-10

* Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)
* Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)
* Plan and design artworks that represent artistic intention (ACAVAM128)

#### Years 9 and 10 Achievement Standard

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas. They identify influences of other artists’ on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.